2019-20 SARC Questionnaire
School Accountability Report Card

Hoopa Valley Elementary School

Klamath-Trinity Joint Unified School District

Instructions

Use the Navigation Pane as a guide to filling out your questionnaire. Please answer each section completely.

→ For all possible sections, we inserted the text from your 2018-19 SARC for your reference. Save some time now by reviewing each section and updating them as necessary.

→ While most sections require the *past* 2019-20 school year data and text information, you will notice some sections require *current* 2020-21 school year data and text information.

→ Please refer to the title and right-hand sidebar notes of each section for helpful information, and be sure to address all bullet points in the column to ensure SARC compliance.

→ All sections listed are required in your SARC (unless otherwise noted). Red text in narrative sections indicates information that must be updated. The light-yellow fields require new data or info each year.

Custom Photos

Personalize your SARC with custom photos! Just email us the pictures as attachments in a JPEG format. Examples include mascots, students (with parental consent), field trips, award ceremonies, sporting events, campus and teachers.

Contact us

Contact your SARC coordinator at any time with questions about completing this questionnaire. Your SARC coordinator Penny may be reached at (916) 669-5143 or by email through our team inbox at sarcproduction@sia-us.com.

1. General Information

School name:	Hoopa Valley Elementary School	Provide the general information at left, and verify that the information is current.
County-District-School (CDS) code:	12-62901-6007967	
Principal's name:	Scotty Appleford	***Note***: *Use the most current information available. If the principal for the 2019-20 school year has since changed, we suggest listing the current principal name on the SARC.*
Email address of principal:	sappleford@ktjusd.k12.ca.us	
School address:	11500 State Highway 96 Hoopa, CA 95546	
School phone number:	(530) 625-5600	
School grade levels:	TK-8	
Website:	http://hves.ktjusd.k12.ca.us	

2. School Logo

(Optional)		Please provide the school logo or mascot here in a .jpeg or .gif format. You may also attach it to your email when you submit your questionnaire.

3. Mission Statement

School mission statement: (Required)	Hoopa Valley Elementary School joins Klamath-Trinity Joint Unified School district in valuing quality education that nurtures student self-knowledge, fosters intellectual and emotional growth, promotes physical well-being, and cultivates lifelong learning.	Please provide the school mission statement. *A mission statement is a public declaration that schools use to describe their founding purpose and major organizational commitments (what they do and why they do it).*
School Vision Statement: (Optional)	Hoopa Valley Elementary School strives to honor the whole child by being trauma informed, safe, and providing an engaging learning environment. We seek to cultivate lifelong learners in an	School vision statement is optional.

	environment emphasizing integrated arts through our Turnaround Arts program, STEAM, and rigorous Common Core Standards in our 21st Century classrooms. We embrace our connections with families, natural surroundings, our tribal traditions, and customs. We motivate and teach our students to prepare for the world, yet cherish our home.	*A vision statement, or simply a vision, is a public declaration that schools use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their mission.*
School Motto: (Optional)		School motto is optional. *A school motto is a sentence, phrase, or word expressing the spirit or purpose of your school.*
Other: (Optional)	Core Values - Our children, the students, are our greatest natural resource. - Every person is unique and has equal worth. - Education is a shared responsibility of students, families, teachers, staff and community. - Our behavior should model a shared consciousness for social, economic and environmental responsibility. - Diversity is a valuable asset that enriches our worldview and strengthens our community. - People learn in different ways and at varied paces. - School staff, families and community must provide nurturing relationships and healthy environments that support student success. - Personal development and community well-being depend on individual responsibility, mutual respect and a strong sense of self-worth. - Every person can and will learn.	Provide additional optional information such as: - Quotes - History - School Leadership, etc.

4. Principal's Message

Report information from the previous 2019-20 school year to present		
Principal's message:	Hoopa Valley Elementary School is a TK-8 school located in the heart of the Hoopa Valley Indian Reservation. The largest Indian reservation in California, Hoopa encompasses approximately 550 square miles of rugged mountains and valleys linked by dirt roads, navigable river routes and a two-lane highway. The student population is 426 with more than 93 percent of the students identifying as American Indian, and 98 percent of the students receive free and reduced-price meals. Students generally belong to one of three local tribal groups: Hupa, Karuk or Yurok. Hoopa Elementary School serves children in the communities of Hoopa, Weitchpec, Pecwan and Willow Creek. Hoopa Elementary has a staff of 20 regular classroom teachers, two resource teachers, three special day class teachers, one each of Hoopa language, Cultural Connections, art teacher, one social worker, one academic counselor, one life-skills coordinator, one part-time district nurse, one secretary, one attendance clerk, one outreach consultant and two administrators. Through the construction efforts of the district, 27 21st century classrooms are open and a 1:1 student-to-Chromebook ratio implementation.	This section appears on the front page of the SARC. Please include your most important points, such as your school's: - Learning and teaching philosophy - Awards and recognitions - Accomplishments from the past 2019-20 school year - Goals for the current 2020-21 school year What makes your school special and unique? Use this section as a

	Hoopa Elementary School is dedicated to the recognition of the unique value of each person providing active learning in a safe, supportive environment. To that end, teachers and staff are being trained in and implementing Restorative Practices and Responsive Classroom strategies. We are also implementing "Settle Up," which is a historically and culturally focused process for handling conflict.	marketing piece and selling point to increase average daily attendance.
	We are also very proud of our commitment to the arts and our partnerships with Turnaround Arts and Arts Integration.	
	We have made a commitment to make education on the Hoopa Indian Reservation a positive experience and provide a means to prepare all children for postsecondary education and career technical skills on and off the reservation.	

5. Parental Involvement

Parental involvement opportunities and contact information:	Parents may visit the school anytime with a visitor's pass from the attendance clerk. Parents may also sit on the Site Council, the Indian Education Advisory Committee, and are welcome to attend back-to-school night, Response to Intervention (RTI) Information Night, Literacy Night, Math Night, science fair, Fish Fair, parent-teacher conferences, and participate in all fundraising activities for the eighth-grade end-of-the-year-trip.	Describe opportunities for parents to become involved at the school (such as School Site Council, Parent Teacher Association, classroom volunteering). Include efforts the school makes to seek parent input in making decisions for the school.
	For more information on how to become involved, contact Principal Scotty Appleford at (530) 625-5600, extension 2206.	

6. School Safety Plan

School safety plan review date: (The Education Code requires that this be done by March 1 each year)	**Month:**	March	For the 2020-21 school year, this date should be between **July 1, 2020 and March 1, 2021**.
	Year:	2020	
School safety plan:	Hoopa Elementary's school safety plan reflects efforts to improve school climate and to reduce behavioral incidents on campus. The plan addresses social climate issues and programs, as well as physical environmental needs and solutions. A comprehensive copy of the school's safety plan can be accessed at the district office. Currently, we are involved with training on the new International Crisis System. Fire drills are conducted monthly. The school safety plan was last reviewed, updated and discussed with the school faculty in March 2021		Describe your school safety plan, including its status and key elements (such as monthly safety drills, crisis intervention plans, safety supervision, and suspension and expulsion policy).

7. School Facility Information

| School facilities, conditions, improvements and safety: | Hoopa Elementary School was built in 1962. The condition of the school is good and cleaned regularly with a janitorial staff of two full-time equivalents (FTE) and one part-time custodian working during regular school hours and two FTEs during after-school hours. The staff—including administration, teachers and classified—are assigned campus supervision before, during and after school.

We re-opened our Library-Media Center this year and it is open before, during and after school.

All classrooms, resource rooms and bathroom facilities are cleaned daily. Maintenance crew conducts daily checks of play facilities and ensures that potential hazards are removed or dealt with.

We continue to work on modernization. We qualify for Bond, ERP and Williams case settlement. We are part of the master facility plan that began 2008.

We currently have four literacy paraprofessionals who offer support and guidance in classrooms, at playtime and in the after-school ASES program.

Our campus has a gate, fence, and camera system to assist with safety and monitoring the public coming on school grounds while students are on campus. | Describe the condition of the school using the questions below as a guide.

- When was the school built? How many classrooms and portables are there?

- What features does the school have (computer lab, library, gymnasium, athletic fields, etc.)?

- What is the general condition of the school, and is it cleaned on a regular basis? Include the size of the janitorial staff and the process for handling repairs.

- Are there sufficient classroom, playground and staff spaces to support teaching and learning?

- How does the maintenance crew ensure that the school is safe, clean and in good repair?

- Describe how students are kept safe on school grounds before, during and after school.

- Describe any planned or recently completed facility improvement projects, deferred maintenance projects, modernization projects or new school construction projects, **if applicable**. Also include how the improvements were funded. |

Report results from the most current 2020-21 school year inspection

Most Recent 2020-21 School Facility Inspection Results	Item Status			Schools are required to have annual facility inspections. The Office of Public School Construction provides guidelines and a form—the Facility Inspection Tool, or FIT—with all the necessary facility inspection
Items Inspected	Good	Fair	Poor	
Systems: Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)	X			
Interior: Interior surfaces (floors, ceilings, walls and window casings)		X		

Items Inspected	Good	Fair	Poor
Cleanliness: Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)		X	
Electrical: Electrical systems (interior and exterior)		X	
Restrooms/fountains: Restrooms, sinks, drinking fountains (interior and exterior)			X
Safety: Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)	X		
Structural: Structural condition, roofs	X		
External: Playground, school grounds, windows, doors, gates, fences	X		

information for rating the school and its good repair status.

Please provide your **_most recently collected_** facility inspection results in the table to the left using the FIT or an equivalent form (using locally developed guidelines that meet the same requirements).

Rate each item inspected as good, fair or poor (please mark with an **X**).

Overall School Facility 'Good Repair' Status

Exemplary	Good	Fair	Poor
		X	

From your FIT or equivalent form, provide the rate for the overall summary of conditions at the school as exemplary, good, fair or poor (please mark with an **X**).

Deficiencies and Repairs

Items Inspected	Repairs Needed	Action Taken or Planned	Date of Repairs Made or Planned
Systems	Hvac and Fire Extinguishers Panel area being blocked	Warning	Remove the items from the room
Interior	Cabinets are delaminating	Warranty work, contact the vendor on the cabinets	Contact vendor by June
Cleanliness	Staff need to purge and store items in storage bins or cabinets	Warning of the clutter and combustion	Remove by the following month
Electrical	Electrical Cords and surg protectors connected together or across the rooms	Warning to teacher	Remove the trip Hazard December
Restrooms/fountains	Faucets need to be replaced	Repair any faucets or drinking fountains asap	December 2021
Safety	Electrical Panels blocked are being blocked By items in the classroom	Warning of the clutter and do not block panels	Remove the items blocking the Panel immediately
Structural	Kitchen leaking windows causing water damage	Repair the windows, and replace the water damage areas	November 2020

List all deficiencies and items found not in good repair from your latest FIT or equivalent form.

Include the following required compliance components:

- Repairs needed
- Action taken or planned to fix the problems
- Date of action taken or planned to fix the problems

All deficiencies must be listed from your most recently collected facility inspection results.

| External | Basketball courts cracks in asphalt | If funding becomes available fill or replace the asphalt | Unknown if funding become available for the repair | |

School Facility Inspection Dates				
When was the most recent* school facility inspection in which a FIT or equivalent form was completed? *School inspection should occur in the current 2020-21 school year.*	**Month**	**Day**	**Year**	Schools must perform facility inspections each year. For SARC purposes, the most recently collected FIT results must be included in the report. Provide the full date of the most recent facility inspection and the date the facility inspection tool or equivalent form was completed.
	10	13	20	
Please provide the date* the FIT or equivalent form was completed, which is usually the same day as the inspection or after. *School inspection should occur in the current 2020-21 school year.*	**Month**	**Day**	**Year**	
	10	25-	20	

8. Textbooks and Instructional Materials Availability

Report information from the current 2020-21 school year		
Core Curriculum Areas	**Percentage of Students Who Lack Their Own Assigned Textbooks and Instructional Materials**	Provide the percentage of students who **lack** their own assigned textbooks and instructional materials at the school.
Reading/language arts	0%	The sufficiency requirement for the core areas of reading/language arts (including the English language development component of an adopted program), mathematics, science and history/social science applies to all students, including English learners.
Mathematics	0%	
Science	0%	
History/social science	0%	However, the sufficiency requirement for foreign language, health, science lab equipment, and visual and performing arts applies only to students enrolled in those courses.
Visual and performing arts	0%	
Foreign language	0%	• If a curriculum area does not apply to your school, please put "N/A" in the percentage column.
Health	0%	• **Blank fields will be taken as zero percent lacking.**
Explanation (if needed):		If any insufficiency exists, please explain.

9. Ratio of Pupils to Academic Counselor <mark>(Note: If left blank, state-provided data will be used)</mark>

Report information from the 2019-20 school year		
	Ratio	Provide the ratio of pupils to academic counselors who are assigned to the school.
Pupils to counselors	420:1	

10. School Support Staff <mark>(Note: If left blank, state-provided data will be used)</mark>

Report information from the 2019-20 school year		
School Support Staff	**FTE (Full-Time Equivalent)**	Provide, in units of full-time equivalents (FTE), the number school support staff who are assigned to the school.
Counselor (academic, social/behavioral or career development)	1.0	
Library media teacher (librarian)	1.0	One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
Library media services staff (paraprofessional)	0	
Psychologist	0	If a position is held by a district employee and is shared by more than one school, please report his or her FTE for the school (e.g., one nurse shared for three schools equally could be 0.33 FTE).
Social worker	1.0	
Nurse	0	
Speech/language/hearing specialist	1.0	
Resource specialist (nonteaching)	0	

11. Average Class Size
11a. Average Class Size by Grade

Report information from the 2019-20 school year		
Classes by Grade	**Average number of students per class**	Provide the average number of students per class by each grade level. If the school has combined classes, count their averages separately and insert more rows if
Kindergarten	18	
1st grade	15	

2nd grade	18.5	necessary to add combination classes.
3rd grade	18.5	The formula for average class size (elementary) is the number of students in each grade level *divided by* the total number of classes in each grade level.
4th grade	22.5	
5th grade	24	*Note: Data may not be provided by the CDE. Its data source is the CALPADS certified Fall 2 data.*
6th grade	22	

Report information from the 2019-20 school year		
Classes by Subject (for grades 7-8)	**Average number of students per class**	Provide the average number of students per class by each grade level and subject. If the school has combined classes, count their averages separately and insert more rows if necessary to add combination classes.
English	19	
Mathematics	23	The formula for average class size (elementary) is the number of students in each grade level *divided by* the total number of classes in each grade level.
Science	**24**	The formula for average class size (secondary) is the number of students in each subject *divided by* the total number of classes in each subject.
History/social science	19	*Note: Data may not be provided by the CDE. Its data source is the CALPADS certified Fall 2 data.*

11b. Number of Classrooms by Size

Report data from the 2019-20 school year

Classes by Grade	Number of classrooms with			Provide the number of classrooms at the school by grade level and by size.
	1-20 students	21-32 students	33+ students	
Kindergarten	3	0	0	The number of classes by size is a count of the number of classes by grade level and size in three groups (1-20 students, 21-32 students, and 33 or more students) for elementary schools (K-6).
1st grade	2	0	0	
2nd grade	2	0	0	
3rd grade	2	0	0	
4th grade	0	2	0	If the school has combined classes, count their averages separately and insert more rows if necessary to add combination classes.
5th grade	1	1	0	
6th grade	2	0	0	

Report data from the 2019-20 school year				
Classes by Subject (for grades 7-8)	Number of classrooms with			Provide the number of classrooms at the school by grade level/subject area and by size.
	1-20 students	21-32 students	33+ students	
English	1	3	0	For elementary class size distribution, the number of classes by size is a count of the number of classes by grade level and size in three groups (1-20 students, 21-32 students, and 33 or more students).
Mathematics	1	3	0	
Science	1	3	0	For secondary class size distribution, the number of classes by size is a count of the number of classes by subject and size in three groups (1-22 students, 23-32 students, and 33 or more students).
History/social science	1	3	0	

Please review your questionnaire and make sure all sections have been completed.
Be sure to save a copy for your records and email us the questionnaire as an attachment.

Thank you for completing your SARC questionnaire!